PRACTICUM HANDBOOK

Guidelines for Practicum Students and Their Cooperating Teachers

2015-2016
Academic Year
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# School of Education Directory

## Practicum Contacts

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<th>Name</th>
<th>Phone</th>
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</thead>
<tbody>
<tr>
<td>Mrs. Patricia Rippe, Director of Field Experiences, TJM 205</td>
<td>402-872-2399</td>
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<td>402-872-2300</td>
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</tbody>
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## Faculty and Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Phone</th>
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<tbody>
<tr>
<td>Dr. Ellie Kunkel, Interim Dean, School of Education, TJM 215</td>
<td>872-2244</td>
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<tr>
<td>Ms. Janny Crotty, Certification Officer, TJM 211</td>
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<td>Ms. Brandy VanDerKamp, School of Education Office Assistant, TJM 207</td>
<td>872-2244</td>
</tr>
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<td>872-2294</td>
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<td>872-2366</td>
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</tr>
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<td>Dr. Robert Ingram, TJM 316</td>
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<tr>
<td>Dr. Liz Kearney, Faculty, TJM 213</td>
<td>872-2398</td>
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<tr>
<td>Dr. Kelly Kingsley, Faculty, TJM 316</td>
<td>872-2449</td>
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<td>Dr. Frank Lynott, III, Faculty, TJM 214</td>
<td>872-2392</td>
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<tr>
<td>Dr. Judith Ruskamp, Faculty, TJM 327</td>
<td>872-2301</td>
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<tr>
<td>Dr. Kyle Ryan, Faculty, TJM 204</td>
<td>872-2263</td>
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<tr>
<td>Ms. Darolyn Seay, Faculty, TJM 206</td>
<td>872-2346</td>
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<tr>
<td>Mr. Spencer Vogt, TJM 316</td>
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<tr>
<td>Dr. Gregory Zost, Faculty, TJM 107</td>
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<td>Dr. Loretta Zost, Faculty, TJM 103</td>
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## Campus Address

<table>
<thead>
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<tr>
<td>School of Education</td>
<td>402-872-2244</td>
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<tr>
<td>Peru State College</td>
<td></td>
</tr>
<tr>
<td>T.J. Majors Hall</td>
<td></td>
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<tr>
<td>P.O. Box 10</td>
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<tr>
<td>Peru, NE 68421-0010</td>
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<tr>
<td>Phone: 402-872-2244</td>
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<td>Toll Free: 800-742-4412 Ext. 2244</td>
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<td>Fax: 402-872-2414</td>
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Introduction

The practicum experiences provide students considering and/or pursuing a career in education a variety of authentic opportunities to observe educational settings and methods from a professional perspective and participate in the practical application of educational theory for the purposes of reflective and well-informed decision-making. While almost all students entering college have extensive experience within the educational field as students, few have a solid comprehension of the “behind-the-scene workings” of the teaching profession, the practical application of educational theory, and the everyday demands placed upon teachers.

In accordance with the Nebraska Department of Education Rule 20 (Title 92, Nebraska Administrative Code, Chapter 20), the Peru State College School of Education requires that all teacher candidates have a minimum of 100 clock hours of pre-student teaching field experience. The practicum courses provide this experience.

Terminology

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td><strong>College Supervisor</strong></td>
<td>the instructor for a practicum course and/or associated methods course</td>
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<tr>
<td><strong>Conceptual Framework</strong></td>
<td>a document outlining the characteristics which the Peru State College School of Education strives to foster in its students</td>
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<td><strong>Cooperating Teacher (Mentor)</strong></td>
<td>a classroom teacher in a P-12 host school setting who accepts a practicum student into his/her classroom and participates in evaluation of that student’s practicum performance; Peru State College seeks cooperating teachers who are endorsed in the same area as the practicum request and have a total of 3 or more years of teaching experience.</td>
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<tr>
<td><strong>Host School</strong></td>
<td>a public or private P-12 school whose principal has agreed to permit a Peru State College teacher education student to establish a presence in the school setting for practicum purposes</td>
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<tr>
<td><strong>Field Experience</strong></td>
<td>any authorized practicum or student teaching experience (these take place off-campus in the work field)</td>
</tr>
<tr>
<td><strong>Personal and Professional Fitness Statement</strong></td>
<td>an official document signed before a notary public declaring any history of criminal convictions and attesting to emotional/mental capacity; this form must be submitted anew for each field experience (i.e., each time a student signs up for a practicum or student teaching placement)</td>
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<tr>
<td><strong>Practicum</strong></td>
<td>a course of study designed especially for the preparation of teachers and clinicians that involves the supervised practical application of previously studied theory</td>
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<tr>
<td><strong>Practicum Student (Intern)</strong></td>
<td>a student who registers for and participates in a practicum</td>
</tr>
<tr>
<td><strong>Professional Liability Insurance</strong></td>
<td>insurance that covers awards and attorneys’ fees associated with tort cases (lawsuits alleging breach of responsibility); a prerequisite for all field placements; available with membership in the Peru State Education Association (PSEA)</td>
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<tr>
<td><strong>Teacher Candidate</strong></td>
<td>a student who has obtained admission into the teacher education program and is actively pursuing a career in education</td>
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<tr>
<td><strong>Teacher Education Program</strong></td>
<td>a program that prepares college students to become teachers</td>
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PSC School of Education  
Practicum Diversity Requirement

All education students enrolling in EDUC 302, EDUC 303, EDUC 309, EDUC 312, SPED 307 and/or SPED 309 will be subject to diversity requirements. Placements (totaling a minimum of 40 hours) for each of these practicum courses will be restricted to schools / districts meeting the following criteria:

A minimum of two ethnicities represented in its student population, with the primary ethnicity less than or equal to 90% of the total population.

Students who wish to request placements in schools or districts not listed should contact the Director of Field Experiences to request that they be listed and to find out whether they meet the diversity requirement.

Practicum Application & Assignment

Applications for practicum placements will be loaded into “Forms” in LiveText at the beginning of week #2 of the semester; they are due by 8:00 a.m. on the Monday of the third week of the semester. Timely submission beginning on Tuesday of week two is highly recommended, especially for those students who hope to get placements in schools near Peru. If a student applies for a placement and then drops the practicum course, the student must notify the Director of Field Experiences immediately so that the host school can be notified.

Students will complete the Personal and Professional Fitness Statement (PPFS) during EDUC 208/209 and again just prior to student teaching. It is the student’s responsibility to report any changes in his/her status to the Certification Officer. A background check is required for admission to teacher education.

Practicum students will make sure that their professional liability insurance is up-to-date. School of Education personnel will visit EDUC 208 classes early in the semester for an orientation and completion of the Personal and Professional Fitness Statement (PPFS). Students in other practicum courses will receive information about liability insurance and practicum procedures at the beginning of those courses. It will then be the student’s responsibility to complete those requirements.

To apply for practicum placements, students should fill out the online practicum application in LiveText. Specific placement choices will be offered for each practicum. In filling out the application practicum students are asked to choose, in order of priority, in which of the choices they would prefer to receive placement. **Policy:** Students must self-disclose any school buildings/district preferences in which they previously attended, have been employed, and/or their close families members are in attendance, are employed, or are serving school-board members. This policy is intended to protect host schools from being confronted with potential conflicts of interest and to ensure that students experience new and varied academic settings in their field work. Previous students have also discovered that students, teachers, administrators, and the practicum students themselves are confused as to which roles they should play in such situations. As such, the value and variety of field experiences is compromised. Any request for an exception to this policy must be clearly noted in the “Notes” section on the online application. Any student who is found to have violated this policy through failure to disclose relevant information may jeopardize not only his or her field placement, but also his or her continued participation in the Teacher Education Program.

Multiple field-experience placements in the same school building are not permitted. Therefore, future plans should be considered when selecting placement-site preferences (and the most preferred site saved for student teaching). Students may request to student teach in a building that hosted the EDUC 301/302 practicum as these placements are all made in a school district that is part of a partnership. **In addition students with elementary education as their only major should have at least one practicum at each level (K-3 and 4-6).**
Once the online application is received the Director of Field Experiences will then generate a placement request to the placement office, superintendent, or principal (depending on district policies) of a school. Typically, the request is passed on through the proper channels to the principal. Once a principal receives the request, the principal considers appropriate placements in his/her school, talks to prospective cooperating teachers to determine whether they are interested in accepting a placement, and then responds to confirm or deny the request.

Because the process of considering the placement request takes the principal a significant amount of time and effort, only one request per student will be sent out at a time. If multiple requests were sent out, several principals would be going through the effort to find a placement. Then only one of the placements would be taken by the student, and the other principals would have wasted their time. If the placement is denied, another request will be sent out. Therefore, a waiting period occurs between the time when the application is submitted and the time the placement is confirmed (usually at least one week, often longer).

Once a placement is confirmed and professional liability insurance is verified the contact information will be entered into LiveText. That entry will automatically generate an e-mail to the practicum student (intern), cooperating teacher (mentor), and the practicum instructor. The student should then go ahead and contact the cooperating teacher, even if the student does not plan to begin the practicum experience until later in the term.

### Contacting the Schools

Students are expected to contact the cooperating teachers within one week after receiving the contact information in order to thank them for accepting the placement request and to arrange a schedule. The cooperating teacher’s e-mail address will be included in the placement information found in the LiveText Field Experience Module. The practicum student may choose to call the cooperating teacher. In general, the best times to call would be in the morning before classes start or between 3:30 and 4:00 p.m. When calling the schools, students should introduce themselves to the person answering the phone and ask if the cooperating teacher is available. If the cooperating teacher is in class, the student should ask when the cooperating teacher is likely to be available and call back then or else leave a message. Students should be prepared to provide a phone number and/or e-mail address where they can be reached, as well as information about the best time to call if necessary.

Once students have made preliminary arrangements with the cooperating teacher, they should make an appointment to go in and introduce themselves to the building principal. This introduction should take place before or on the first day of the practicum experience.

### Checking In at the Schools

Whenever students enter a host school building, they should go directly to the main office and check in before going to the classroom. Practicum students should always wear their Peru State College photo IDs and/or carry a state-issued photo ID along with any visitor badge provided by the host school.

If students must miss their scheduled times due to unforeseen circumstance(s), they must call the main office at the host school and the cooperating teacher in advance (or as soon as possible thereafter) to let the cooperating teacher and principal know that they will not be there. Do not depend on e-mail for this notification as teachers do not always check their e-mails before classes start each day. Follow up with an e-mail to confirm the absence and plans for making up the session.
Professionalism

PROFESSIONAL ETHICS

Upon entering a host school, practicum students assume all of the ethical obligations of a professional educator. Adherence to the following Standards of Conduct and Ethics for Holders of Public School Certificates, published by the State of Nebraska Department of Education, is a basic requirement for all practicum students. Failure to adhere to these standards constitutes grounds for removal from both the practicum placement and the Teacher Education program.

PRINCIPLE I

Fundamental to the pursuit of high educational standards is the maintenance of a profession possessed of individuals with high skills, intellect, integrity, wisdom, and compassion. The educator shall exhibit good moral character, maintain high standards of performance and promote equality of opportunity. In fulfillment of the educator's contractual and professional responsibilities, the educator:

- Shall not interfere with the exercise of political and citizenship rights and responsibilities of students, colleagues, parents, school patrons, or school board members.
- Shall not discriminate on the basis of race, color, creed, sex, marital status, age, national origin, ethnic background, or [disability].
- Shall not use coercive means, or promise or provide special treatment to students, colleagues, school patrons, or school board members in order to influence professional decisions.
- Shall not make any fraudulent statement or fail to disclose a material fact for which the educator is responsible.
- Shall not exploit professional relationships with students, colleagues, parents, school patrons, or school board members for personal gain or private advantage.
- Shall not sexually harass students, parents or school patrons, employees, or board members.
- Shall not have had revoked for cause in another state a teaching certificate, administrative certificate, or any certificate enabling a person to engage in any of the activities for which a special services counseling certificate is issued in Nebraska.*
- Shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties.
- Shall report to the Commissioner any known violation of the standards designated by an asterisk (*).
- Shall seek no reprisal against any individual who has reported a violation of these standards.

PRINCIPLE II

Mindful that a profession exists for the purpose of serving the best interests of the client, the educator shall practice the profession with genuine interest, concern, and consideration for the student. The educator shall work to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals. In fulfillment of the obligation to the student, the educator:

- Shall permit the student to pursue reasonable independent scholastic effort, and shall permit the student access to varying points of view.
- Shall not deliberately suppress or distort subject matter for which the educator is responsible.
- Shall make reasonable effort to protect the student from conditions which interfere with the learning process or are harmful to health or safety.
- Shall conduct professional educational activities in accordance with sound educational practices that are in the best interest of the student.
- Shall keep in confidence personally identifiable information that has been obtained in the course of professional service, unless disclosure serves professional purposes, or is required by law.
- Shall not tutor for remuneration students assigned to his or her classes unless approved by the local board of education.
- Shall not discipline students using corporal punishment.
PRINCIPLE III

The magnitude of the responsibility inherent in the education process requires dedication to the principles of our democratic heritage. The educator bears particular responsibility for instilling an understanding of and confidence in the rule of law, a respect for individual freedom, and a responsibility to promote respect by the public for the integrity of the profession. In fulfillment of the obligation to the public, the educator:

- Shall not misrepresent an institution with which the educator is affiliated, and shall take added precautions to distinguish between the educator's personal and institutional views.
- Shall not use institutional privileges for private gain or to promote political candidates, political issues, or partisan political activities.
- Shall neither offer nor accept gifts or favors that will impair professional judgment.
- Shall support the principle of due process and protect the political, citizenship, and natural rights of all individuals.
- Shall not commit any act of moral turpitude, nor commit any felony under the laws of the United States or any state or territory.*
- Shall, with reasonable diligence, attend to the duties of his or her professional position.

PRINCIPLE IV

In the belief that the quality of the services to the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to improve service, to promote a climate in which the exercise of professional judgment is encouraged, and to achieve conditions which attract persons worthy of the trust to careers in education. The educator shall believe that sound professional relationships with colleagues are built upon personal integrity, dignity, and mutual respect. In fulfillment of the obligation to the profession, the educator:

- Shall provide, upon the request of an aggrieved party, a written statement of specific reasons for recommendations that lead to the denial of increments, significant changes in employment, or termination of employment.
- Shall not misrepresent his or her professional qualifications, nor those of colleagues.*
- Shall practice the profession only with proper certification, and shall actively oppose the practice of the profession by persons known to be unqualified.
- Shall, in the continuance of professional service, maintain a valid teaching certificate in accordance with the laws of the State of Nebraska.

PRINCIPLE V

The educator shall regard the employment agreement as a pledge to be executed both in spirit and in fact. The educator shall believe that sound personnel relationships with governing boards are built upon personal integrity, dignity, and mutual respect. In fulfillment of the obligation to professional employment practices, the educator:

- Shall apply for, accept, offer, or assign a position or responsibility on the basis of professional preparation and legal qualifications.
- Shall not knowingly withhold information regarding a position from an applicant or employer, or misrepresent an assignment or conditions of employment.
- Shall give prompt notice to the employer of any change in availability of service.
- Shall conduct professional business through designated procedures, when available, that have been approved by the employing agency.
- Shall not assign to unqualified personnel, tasks for which an educator is responsible.
- Shall permit no commercial or personal exploitation of his or her professional position.
- Shall use time on duty and leave time for the purpose for which intended.
- Shall adhere fully to the terms of a contract or appointment.
CONFIDENTIALITY

Under the Family Educational Right to Privacy Act (Buckley Amendment), students have specific rights associated with confidentiality. Schools are obligated to safeguard those rights. In permitting practicum students entry into the classroom, host schools entrust the practicum students with some of the responsibility for safeguarding those rights. Therefore, it is imperative that all practicum students understand and appreciate the importance of maintaining student confidentiality. For this reason and for ethical reasons, any information which could be used to identify a student (including name, parent’s occupation, specific characteristics, disabilities, birth date, any identification number, relationship to individuals within the school or community, publicly known accomplishments or activities, etc.) must be carefully omitted in any conversation with anyone other than the cooperating teacher or principal.

It is the practicum student’s responsibility to omit identifying information when participating in group discussions in practicum-related classes or in any other conversational situations. Discussion of P-12 students with friends and/or relatives must maintain confidentiality and as such, must be in general terms. Practicum experiences should not be discussed in public areas where they may be overheard by someone who could glean information or make assumptions from the discussion.

Student records must always be maintained with strict adherence to confidentiality guidelines. Practicum students generally should not have access to academic records. If access is deemed appropriate by the school representatives, students must keep the information therein absolutely confidential.

Any practicum-student notes, journaling, course work, or other forms of documentation must also maintain the confidentiality of the P-12 students. Photocopies of student work, individualized educational programs (IEPs), etc. to be used by the practicum student for course-related purposes must have all identifying information blacked out.

Videotaping, audio taping, or photographing students is expressly prohibited unless the practicum student has prior approval by both the classroom teacher and building principal. Sometimes, practicum students desire to videotape themselves giving a presentation, for purposes of self-evaluation. When this is the case, the practicum students must seek permission from the classroom teacher and principal well in advance of the intended videotaping date. The request should be presented in a manner which acknowledges the risks that this presents to the host school for potential breach of confidentiality and expresses respect for the host school’s right to deny the request. (Note that some districts, such as the Lincoln Public Schools, have increased restrictions on videotaping.)

Depending on the situation, it may be necessary to obtain written permission from a parent or guardian of every student involved if faces are shown. To avoid that situation, photographs may be taken if only the backs of students are shown. If permission is granted for videotaping, P-12 students should be filmed from behind so that only the backs of their heads appear on tape. Videotaping equipment must be supplied by the student if the host school does not have it available.

PROFESSIONAL BEHAVIOR

When college students go into the P-12 schools for practicum experiences and/or student teaching, they should always remember that they are guests in the school, that they are there under the auspices of and therefore as representatives of PSC, and that the professionals with whom they come into contact there are potential employers and/or professional references. Practicum students will want to make a professional impression, not just the first day, but every time that they are in the schools.
Get into the habit of dressing and behaving like professional educators. That includes considering your appearance, your vocabulary, your presence, and your influence on students. Be especially mindful of the way you present yourself in e-mail communications. Avoid informal language and use correct spelling, capitalization, punctuation, and grammar in all written communications. Proofread. Avoid using jargon or slang in oral and written communications. Do not chew gum. Consider how the teachers dress, then dress just a little more formally than they do. Listen attentively and actively. Be open to constructive advice from the cooperating teacher.

Be sure to give the school’s number to any family members or friends who may need to contact you in an emergency. Under no circumstances should cell phones or other electronic devices be used during any hours counted for the practicum hours. The first instance of use will earn a reminder from the cooperating teacher. The second instance of use will initiate a visit with the principal who will, in turn, notify the college supervisor. Upon the third use, the practicum instructor will complete a Disposition Deficiency Form and notify the Director of Field Experiences who will then terminate the practicum. In light of this policy, it is highly recommended that cell phones and other electronic devices be left in the vehicle or put on silent (then briefly checked only once during lunch). Please notify the college supervisor in advance if an exception to the above is warranted, such as accommodations for disabilities or medical reasons. (Note: Many professionals consider even one instance of cell phone/electronic device use as unprofessional behavior on the part of a practicum student. Keep in mind that, while some district policies may allow cell phone use by cooperating teachers, this privilege does not extend to practicum students.)

All notetaking should be done by hand, so there is NO reason to take a personal laptop to the school. It will lessen distractions, the temptation to check e-mails and the internet, and the potential for theft/damage. Keep in mind that any use of school computers must be with prior permission and is subject to all usage policies of the school district.

Remember you are a professional educator, not a peer. Do not speak negatively about a school and/or any of its policies or employees; you are a guest in their house, and as such, are not aware of the whole situation or its history. Finally, keep in mind that your appearance and activities outside of the school may be observed by students, teachers, parents of students, and/or administrators.

**DRESS STANDARDS**

Practicum students must adhere to any specific dress standards required by the host school and to a professional standard of attire in general. All practicum students are advised to follow these general rules:

- No clothing that is prohibited for students; check the dress code
- No clothing or accessories with a team or company name/logo
- No hats or caps indoors
- No denim jeans
- No sweatshirts, athletic apparel, T-shirts, low-cut shirts, tank tops, or spaghetti straps
- No shorts, capris, skirts, sweats, low-rise pants, sagging pants, or short skirts
- No bare skin showing on the stomach, shoulders, legs, or back
- No visible underwear when sitting, standing, or bending
- No flip flops or athletic sandals.
- No body-piercing jewelry (other than earrings) or tattoos showing; limit the number of earrings
- No excessive make-up or perfume
Any exceptions to the above, such as physical education practicum experiences, need to be approved by the practicum supervisor. In those cases, the initial visit should still conform to the list above.

**Roles of Major Participants**

**College Supervisor (Practicum Instructor):** Each practicum course falls under the instruction/supervision of a faculty member of the School of Education. This faculty member, referred to as the college supervisor, develops goals and objectives for the practicum, meets with students enrolled in the practicum, oversees and evaluates the practicum students’ performance, and determines whether the students get credit for the practicum.

**Cooperating Teacher:** The P-12 classroom teacher who agrees to accept a practicum student into his or her classroom acts as a mentor for the practicum student (to the extent that he or she is comfortable in doing so), verifies for the college supervisor the practicum student’s attendance, and fills out a practicum evaluation form. The cooperating teacher remains in charge of the classroom at all times, never leaving the practicum student alone with the students and approving beforehand any activities or materials to be used by the practicum student.

**Director of Field Experiences at Peru State:** As a representative of Peru State College, the Director of Field Experiences coordinates the practicum placements and serves as a resource person for the host schools.

**Practicum Student:** The practicum student’s role is to fulfill all of the obligations of the practicum course in a professional and conscientious manner. The practicum student is responsible for obtaining the course guidelines from the college supervisor and communicating the course expectations to the cooperating teacher. The practicum student is expected to be familiar with the contents of this handbook and to abide by the guidelines herein.

**Principal:** The host school principal approves and facilitates the practicum placement and oversees the practicum visitations in accordance with his/her position as the building supervisor.

**Overview of the Practicum Courses**

<table>
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<tr>
<th>Area:</th>
<th>EDUC 208</th>
<th>EDUC 301</th>
<th>EDUC 302</th>
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<td>Admission to Teacher Education?</td>
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<td>Background Check?</td>
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EDUC 208 Teacher Education: Principles & Practices
20 hours: This course is for students considering pursuing a career in education. This should be the first practicum taken. Students do not have to be admitted to the Teacher Education Program in order to take this practicum. Most students take it prior to applying for admission, and for many it provides an opportunity to explore whether or not they really want to become teachers.

EDUC 301 Elementary Practicum – Social Studies and Language Arts
40 hours: This course is to be taken by students pursuing Elementary Education or Middle Grades Education. Admission to teacher education is a prerequisite, and the practicum must be taken concurrently with the methods courses for social studies and language arts: EDUC 326 Teaching Social Studies in the Elementary/Middle School and EDUC 325 Teaching Language Arts in the Elementary/Middle School. **EDUC 301 students will teach one lesson at the practicum site.** EDUC 208 Teacher Education: Principles & Practices and admission to teacher education are prerequisites for this practicum. Elementary education majors take EDUC 301 and EDUC 302 during the same semester.

EDUC 302 Elementary Practicum – Math and Science
40 hours: This course is to be taken by students pursuing endorsements in Elementary Education or Middle Grades Education. Admission to teacher education is a prerequisite, and the practicum must be taken concurrently with the methods courses for math and science: EDUC 327 Teaching Math in the Elementary/Middle School and EDUC 328 Teaching Science in the Elementary/Middle School. **EDUC 302 students will teach one lesson at the practicum site.** EDUC 208 Teacher Education: Principles & Practices and admission to teacher education are prerequisites for this practicum. This practicum must be completed in a diverse setting. EDUC 301 and EDUC 302 are taken during the same semester. **All EDUC 301/302 block placements are hosted by the Nebraska City Public Schools and the Omaha Public Schools.**

EDUC 303 K-3 Elementary Practicum:
40 hours: This course is to be taken by students completing an endorsement in Early Childhood Education or Early Childhood Inclusive. EDUC 208 and admission to teacher education are prerequisites for this practicum; it will be taken concurrently with EDUC 337 Science/Math/Social Science for K-3 Education. This practicum must be completed in a diverse setting.

EDUC 304 Middle Grades Practicum
40 hours: This course is required for the middle grades endorsement. This practicum must be taken with EDUC 425 Teaching in the Middle Grades. **EDUC 304 students will teach one lesson at the practicum site.** EDUC 208 Teacher Education: Principles & Practices and admission to teacher education are
prerequisites for this practicum. Note that while the middle grades program requires two subject areas of concentration, this practicum may be completed in just one of those two subject areas.

EDUC 306 Infant/Toddler Practicum
40 hours in an infant/toddler setting: This course is required for students pursuing an endorsement Early Childhood Inclusive. This practicum must be taken concurrently with the methods course for this endorsement area: EDUC 321 Infant/Toddler Characteristics and Methods. **EDUC 306 students will complete a project as part of this practicum.** EDUC 208 Teacher Education: Principles & Practices and admission to teacher education are prerequisites for this practicum.

EDUC 308 Preschool Practicum
45 hours in a preschool setting: This course is required for students pursuing an endorsement in Early Childhood Education or Early Childhood Inclusive. This practicum must be taken concurrently with the methods course for this endorsement area: EDUC 336 Math/Science/Social Science for Early Childhood Education. **EDUC 308 students will teach one lesson at the practicum site.** EDUC 208 Teacher Education: Principles & Practices and admission to teacher education are prerequisites for this practicum.

EDUC 309 Secondary Practicum
80 hours: This course is required for students pursuing endorsements in secondary education (7-12 subject areas). This practicum must be taken concurrently with the methods course for secondary: EDUC 310 Secondary Methods. (Students pursuing dual secondary endorsements should consult the Director of Field Experiences about practicum enrollment.) **EDUC 309 students must teach two lessons at the practicum site.** EDUC 208 Teacher Education: Principles & Practices and admission to teacher education are prerequisites for this practicum. This practicum must be completed in a diverse setting.

EDUC 312 K-12 Education Practicum
80 hours: This course is required for students pursuing endorsements in K-12 education. This practicum requires a minimum of 40 hours to be completed at the elementary level and 40 hours within the secondary level. This practicum must be taken concurrently with a methods course: EDUC 310 Secondary Methods, HPER 315 Secondary Physical Education Methods, or the music methods course. **EDUC 312 students must teach two lessons, ideally one at the elementary site and the other at the secondary site.** EDUC 208 Teacher Education: Principles & Practices and admission to teacher education are prerequisites for this practicum. This practicum must be completed in a diverse setting.

SPED 307 Special Education Practicum
80 hours: This course is required for students pursuing endorsements in Elementary Special Education, Secondary Special Education, or K-12 Special Education. K-12 Special Education majors will complete 40 hours at the elementary level and 40 hours at the secondary level. Admission to teacher education and SPED 200 Introduction to Special Education are prerequisites. The practicum must be taken concurrently with the SPED 430 Methods in Special Education Program Management. **SPED 307 students must teach two lessons, ideally one at each site for a split placement.** EDUC 208 Teacher Education: Principles & Practices is also a prerequisite for this practicum. This practicum must be completed in a diverse setting.

SPED 309 Early Childhood Special Education Practicum
40 hours: This course is required for students pursuing an endorsement in Early Childhood Inclusive. Admission to teacher education and SPED 200 Introduction to Special Education are prerequisites. The practicum must be taken concurrently with SPED 405 Special Education/Early Childhood
Characteristics & Methods.  **SPED 309 students must teach one lesson at the practicum site.** EDUC 208 Teacher Education: Principles & Practices is a prerequisite for this practicum.

**SPED 407 Coordination of Special Education Programs Practicum**
40 hours: This course is required for students pursuing an endorsement in Special Education. **SPED 407 students will develop a handbook as part of this practicum.** Admission to teacher education and SPED 200 Introduction to Special Education are prerequisites. The practicum must be taken concurrently with SPED 450 Coordination of Special Education Programs. EDUC 208 Teacher Education: Principles & Practices is a prerequisite for this practicum.

## Course Descriptions, Objectives, & Requirements

**EDUC 208 Teacher Education: Principles & Practices**

**Description:**
This course is designed to provide a student with an introduction to the Peru State College Teacher Education Program while providing an opportunity to observe in an actual classroom setting to see the inner workings of classrooms from the perspective of a teacher.

**Objectives:**
The practicum student will gain a better understanding of the Peru State College education curriculums while becoming better acquainted with the everyday realities of teaching in a classroom environment. The student will also become more familiar with the nature of individual differences among students and the need for cooperation among professionals. Through observation, the student will hopefully be able to make more educated decisions about his/her potential future in education.

The practicum student is expected to pay attention to the various applications of technology in the educational setting as well as the representation of diverse populations and any associated instructional accommodations. A reflective journal will be submitted to the EDUC 208 instructor.

**Requirements:**
The practicum student is required to spend a minimum of **20 hours in an elementary, or junior high/middle school setting.** The student is also required to keep a journal of the experience, to discuss classroom experiences with the college supervisor and/or methods faculty, and to meet other course requirements. **A time log may be found in the Field Experience Module of LiveText. The practicum student is required to enter the times/dates into the log, then the cooperating teacher verifies each entry either during or at the end of the practicum. The cooperating teacher will also complete a practicum evaluation in LiveText.**

The practicum student is expected to demonstrate professionalism, a positive personal disposition, and high academic and professional integrity. Timeliness, reliability, and appropriate professional dress and manner are required.

**EDUC 301 Elementary Practicum – Social Studies and Language Arts**

**Description:**
This course provides a forty-hour field experience working with elementary students in the areas of Language Arts and Social Studies. Students are expected to divide their time between the two disciplines, observing, participating under the guidance of a classroom teacher and presenting a minimum of one lesson in language arts or social studies. Students also complete a reflective journal,
which is shared with their college supervisor. This course is taught concurrently with EDUC 325 Methods of Teaching Elementary and Middle School Language Arts and EDUC 326 Methods of Teaching Elementary and Middle School Social Studies Methods. The students’ practicum experience should reflect their utilization of principles and practices learned as a part of the methods classes.

NOTE: Elementary education and middle grades education majors take EDUC 301 and EDUC 302 as a block during the same semester.

Objectives:
The EDUC 301 practicum student will make connections between theories and best practice methods presented in EDUC 325 Teaching Language Arts in the Elementary/Middle School and EDUC 326 Teaching Social Studies in the Elementary/Middle School via the following: actual classroom observation, implementation and utilization of the process of lesson planning which includes language arts methods for the purposes of creating appropriate teaching materials, observation of the utilization of technological resources, observation of diversity in the classroom setting, and work with individuals, small groups, and whole class instruction. In addition, the practicum student will reflect upon his/her professional strengths and areas for professional growth in a classroom setting.

Another expectation is for the practicum student to observe the role of technology in the classroom. Where appropriate, the practicum student will incorporate technology in lessons taught.

The practicum student should observe and respond to the needs of students represented in diverse populations. This may occur by teaching learners with special needs in the classroom.

Requirements:
Practicum students will be required to complete a minimum of 40 hours of practicum experience divided between Language Arts and Social Studies. Requirements include a reflective journal that is submitted directly to the college supervisor. The practicum student is expected to work extensively with individual students and small groups of students.

As part of EDUC 301, the practicum student will be expected to teach one lesson in either language arts or social studies. Prior to the lesson the practicum student/intern will either post the lesson plan in the LiveText Field Experience Module or e-mail it to the cooperating teacher/mentor and the college supervisor. The lesson evaluation rubric and practicum evaluation are also located in the LiveText Field Experience Module; once completed by the cooperating teacher/mentor they may be viewed by the practicum student/intern and the college supervisor.

A time log may be found in the Field Experience Module of LiveText. The practicum student is required to enter the times/dates into the log, then the cooperating teacher verifies each entry either during or at the end of the practicum.

Classroom visitations may occur if the teaching schedule coincides with the supervisor’s visitation schedule. The college supervisor will set times to be at the practicum site during the on-campus block.

The practicum student is expected to demonstrate professionalism, a positive personal disposition, and high academic and professional integrity. Timeliness, reliability, and appropriate professional dress and manner are required.
EDUC 302 Elementary Practicum – Math and Science

Description:
This practicum offers the student an opportunity to observe and work with teachers and students in the curricular areas of math and science in elementary schools. Students will make connections between his/her program of study and application of teaching methods in the areas of math and science. This course is to be taken concurrently with EDUC 327 Teaching Math in the Elementary/Middle School and EDUC 328 Teaching Science in the Elementary/Middle School. Placements for this practicum are restricted to schools meeting the diversity requirement.

NOTE: EDUC 301 and EDUC 302 are taken during the same semester and completed in the same classroom.

Objectives:
The practicum student will have opportunities to observe and make connections between theories and methods presented in math and science education classes with those observed in an actual classroom setting. Practicum students in EDUC 302 are expected to practice methods and procedures presented in mathematics and science methods classes.

EDUC 302 Elementary Math & Science Practicum allows practicum students to begin the process of lesson planning. The practicum student may work with individual students, small groups of students, and, if possible, an entire class of students when deemed appropriate by the cooperating teacher. In doing so, the practicum student may implement concepts planned by the cooperating teacher, as well as create teaching materials, present those materials to students, and assess student learning.

Another expectation is for the practicum student to observe the role of technology in the classroom. Where appropriate, the practicum student will incorporate technology in lessons taught.

The practicum student should observe and respond to the needs of students represented in diverse populations. This may occur with special-need learners in the classroom.

Requirements:
Practicum students will be required to complete a minimum of 40 hours of practicum experience divided between Science and Math. Requirements include a reflective journal and teaching one lesson.

As part of EDUC 302, the practicum student will be expected to teach one lesson in either math or science. Prior to the lesson the practicum student/intern will either post the lesson plan in the LiveText Field Experience Module or e-mail it to the cooperating teacher/mentor and the college supervisor. The lesson evaluation rubric and practicum evaluation are also located in the LiveText Field Experience Module; once completed by the cooperating teacher/mentor they may be viewed by the practicum student/intern and the college supervisor.

Classroom visitations may occur if the teaching schedule coincides with the supervisor’s visitation schedule. The college supervisor will set times to be at the practicum site during the on-campus block.

The practicum student is expected to maintain a reflective journal. The practicum student is expected to work extensively with individual students and small groups of students. A time log may be found in the Field Experience Module of LiveText. The practicum student is required to enter the times/dates into the log, then the cooperating teacher verifies each entry either during or at the end of the practicum.
The practicum student is expected to demonstrate professionalism, a positive personal disposition, and high academic and professional integrity. Timeliness, reliability, and appropriate professional dress and manner are obligatory.

**EDUC 303 K-3 Elementary Practicum**

**Description:**
This course provides a forty-hour field experience working with K-3 students in an elementary setting; it is required as part of the Early Childhood and Early Childhood Inclusive programs. Students complete a reflective journal, which is shared with their college supervisor. This course is taught concurrently with EDUC 337 Science/Math/Social Science for K-3 Education. The students’ practicum experience will reflect their utilization of principles and practices learned as a part of the methods classes. This practicum must be completed in a district that meets the diversity requirement.

**Objectives:**
The EDUC 303 practicum student will make connections between theories and best practice methods presented in EDUC 337 Science/Math/Social Science for K-3 Education via the following: actual classroom observation, implementation of the process of lesson planning, utilization of subject-area methods to create appropriate teaching materials, observation of the utilization of technological resources, observation of diversity in the classroom setting, and work with individuals, small groups, and whole class instruction. In addition, the practicum student will reflect upon his/her professional strengths and areas for professional growth in a classroom setting.

Another expectation is for the practicum student to observe the role of technology in the classroom. Where appropriate, the practicum student will incorporate technology in lessons taught.

The practicum student should observe and respond to the needs of students represented in diverse populations. This may occur by teaching learners with special needs in the classroom.

**Requirements:**
Practicum students will be required to complete a minimum of **40 hours** of practicum experience. Requirements include a reflective journal that is submitted directly to the college supervisor. The practicum student is expected to work extensively with individual students and small groups of students.

As part of EDUC 303, the practicum student will be expected to teach one lesson at the practicum site. Prior to the lesson the practicum student/intern will either post the lesson plan in the LiveText Field Experience Module or e-mail it to the cooperating teacher/mentor and the college supervisor. The lesson evaluation rubric and practicum evaluation are also located in the LiveText Field Experience Module; once completed by the cooperating teacher/mentor they may be viewed by the practicum student/intern and the college supervisor.

A time log may be found in the Field Experience Module of LiveText. The practicum student is required to enter the times/dates into the log, then the cooperating teacher verifies each entry either during or at the end of the practicum.

Classroom visitations by the college supervisor will occur if the practicum schedule coincides with the college supervisor’s schedule.

The practicum student is expected to demonstrate professionalism, a positive personal disposition, and high academic and professional integrity. Timeliness, reliability, and appropriate professional dress and manner are obligatory.
EDUC 304 Middle Grades Practicum

Description:
This course provides a forty-hour field experience working with middle-school students in a specific area of concentration. This course is taught concurrently with EDUC 425 Teaching in the Middle Grades. The student in this Middle Grades Practicum will make connections between his/her program-related methods training and the practical application of teaching methods in a middle grades classroom(s) that match the student’s subject areas of concentration.

Objectives:
The practicum student is expected to observe the process of lesson planning and organization within his/her area(s) of concentration at the middle grades level and to participate in teaching activities with individual students, small groups, and/or the whole class. In so doing, the practicum student connects the theories and methods presented in his/her methods class(es) to their application in the classroom. The keeping of a reflective journal is intended to facilitate this connection of theory and practice as well as encourage self-assessment. In reflecting upon his/her own strengths and areas for professional growth in the classroom, the practicum student is expected to formulate ways to remediate potential problems in preparation for the student teaching experience.

The practicum student should observe the role of technology in the classroom and incorporate this technology into his/her own practical application.

The practicum student should also pay attention to the role of diversity in the educational setting. In particular, the instructional implications of diversity within schools should be examined. With regard to special needs, methods of inclusion and accommodations should be observed.

Requirements:
The practicum student is to spend a minimum of 40 hours in at least one of the practicum student’s cognate areas in a middle school setting. For middle grades placements, the practicum student is expected to meet the principal, secretaries and allied support staff as well as visit the media center, the special education teachers, and allied support areas outside of his/her discipline. The practicum student will work extensively with individual students and small groups of students.

As part of EDUC 304, the practicum student will be expected to teach one lesson at the practicum site. Prior to the lesson the practicum student/intern will either post the lesson plan in the LiveText Field Experience Module or e-mail it to the cooperating teacher/mentor and the college supervisor. The lesson evaluation rubric and practicum evaluation are also located in the LiveText Field Experience Module; once completed by the cooperating teacher/mentor they may be viewed by the practicum student/intern and the college supervisor.

A time log may be found in the Field Experience Module of LiveText. The practicum student is required to enter the times/dates into the log, then the cooperating teacher verifies each entry either during or at the end of the practicum.

Classroom visitations by the college supervisor will occur if the practicum schedule coincides with the college supervisor’s schedule.
The practicum student is expected to demonstrate professionalism, a positive personal disposition, and high academic and professional integrity. Timeliness, reliability, and appropriate professional dress and manner are obligatory.

EDUC 306 Infant/Toddler Practicum

Description:
This course is designed to provide students an opportunity to observe the specific methods being studied in the methods courses and to begin the practice of those methods. EDUC 306 should be taken concurrently with EDUC 321 Infant/Toddler Characteristics and Methods. The practicum will be completed in an infant/toddler setting.

Objectives:
The practicum student will practice the methods and procedures that are being or have been presented in EDUC 321 Infant/Toddler Characteristics and Methods. The student is expected to observe the process of teaching and organization in an infant/toddler setting and actively participate in teaching activities and assessments under the supervision of the cooperating teacher. In addition, he/she will reflect on the practicum experience in a written reflective journal, assessing his/her strengths and weaknesses in the infant/toddler setting and formulating ways to remediate potential problems.

The practicum student is also expected to observe the role of diversity in an infant/toddler setting. The practicum student may observe and respond to the needs of students represented in diverse populations. This may also occur with children with special needs in the classroom. Another expectation is for the practicum student to observe the role of any technology used in that setting.

Requirements:
The practicum student will spend a minimum of 40 hours in an infant/toddler setting. In addition, the practicum student must keep a reflective journal with entries for each day at the practicum site. The journaling should focus on activities (procedures, activities, strategies), connections to courses and previous experiences, and personal/professional relevancy. The practicum student is expected to work extensively with individual students and small groups of students.

As part of EDUC 306, the practicum student will be expected to complete a project during the practicum. The college supervisor will provide the project’s requirements early in the term.

A time log may be found in the Field Experience Module of LiveText. The practicum student is required to enter the times/dates into the log, then the cooperating teacher/site director verifies each entry either during or at the end of the practicum. The cooperating teacher/site director will also complete a practicum evaluation in LiveText at the end of the 40 hours.

The practicum student is expected to demonstrate professionalism, a positive personal disposition, and high academic and professional integrity. Timeliness, reliability, and appropriate professional dress and manner are obligatory. Therefore, the practicum student is expected to attend as scheduled, to arrive on time, to notify of any absences as soon as possible, to make arrangements to make up any missed hours, and to dress and behave in a professional manner.
EDUC 308 Preschool Practicum

Description:
This course is designed to provide students an opportunity to observe the specific methods being studied in the methods courses and to begin the practice of those methods. EDUC 308 should be taken concurrently with EDUC 336 Science/Math/Social Science for Early Childhood Education. The practicum will be completed in a preschool setting.

Objectives:
The practicum student will practice the methods and procedures that are being or have been presented in EDUC 336 Science/Math/Social Science for Early Childhood Education. The student is expected to observe the process of lesson planning and organization in an early childhood setting and actively participate in teaching activities and assessments under the supervision of the cooperating teacher. In addition, he/she will reflect on the practicum experience in a written reflective journal, assessing his/her strengths and weaknesses in the early childhood setting and formulating ways to remediate potential problems.

The practicum student is also expected to observe the role of diversity in an early childhood setting. The practicum student may observe and respond to the needs of students represented in diverse populations. This may also occur with children with special needs in the classroom. Another expectation is for the practicum student to observe the role of any technology used in the classroom.

Requirements:
The practicum student will spend a minimum of 45 hours in a preschool setting. In addition the practicum student must keep a reflective journal with entries for each day at the practicum site. The journaling should focus on activities (procedures, activities, strategies), connections to courses and previous experiences, and personal/professional relevancy. The practicum student is expected to work extensively with individual students and small groups of students.

As part of EDUC 308, the practicum student will be expected to teach one lesson at the practicum site. Prior to the lesson the practicum student/intern will either post the lesson plan in the LiveText Field Experience Module or e-mail it to the cooperating teacher/mentor and the college supervisor. The lesson evaluation rubric and practicum evaluation are also located in the LiveText Field Experience Module; once completed by the cooperating teacher/mentor they may be viewed by the practicum student/intern and the college supervisor.

A time log may be found in the Field Experience Module of LiveText. The practicum student is required to enter the times/dates into the log, then the cooperating teacher verifies each entry either during or at the end of the practicum.

With the cooperating teacher’s permission, the college supervisor may make a prearranged visit to the classroom.

The practicum student is expected to demonstrate professionalism, a positive personal disposition, and high academic and professional integrity. Timeliness, reliability, and appropriate professional dress and manner are obligatory. Therefore, the practicum student is expected to attend as scheduled, to arrive on time, to notify of any absences as soon as possible, to make arrangements to make up any missed hours, and to dress and behave in a professional manner.
**EDUC 309 Secondary Practicum**

**Description:**
This course is designed to provide students an opportunity to observe the teaching methods used by secondary-education classroom teachers, to relate those methods to the specific methods being studied in the Secondary School Teaching Methods class, and to begin to practice applying those methods. This course is to be taken concurrently with either EDUC 310 Secondary School Teaching Methods. Placements for this practicum are restricted to schools meeting the diversity requirement.

**Objectives:**
The practicum student is expected to observe the process of lesson planning and organization within his/her area of study at the secondary grade level and to participate in teaching activities with individual students, small groups, and/or the whole class, delivering part of a unit under the supervision of the cooperating teacher. In so doing, the practicum student is to work at connecting the theories and methods presented in his/her respective teaching methods class to their application in the classroom. The keeping of a journal in which the practicum student reflects upon the practicum experience is intended to facilitate this connection of theory and practice as well as encourage self-assessment. In reflecting upon his/her own strengths and weaknesses in the classroom, the practicum student is expected to formulate ways to remediate potential problems in preparation for the student teaching experience.

The practicum student should observe the role of technology in the classroom and incorporate this technology into his/her own practical application.

The practicum student should also pay attention to the role of diversity in the secondary setting. In particular, the instructional implications of diversity within schools should be examined. With regard to special needs, methods of inclusion and accommodation as they apply at the secondary level should be observed.

**Requirements:**
The practicum student is to spend a minimum of **80 hours** in the secondary-school setting. Placements for this practicum are restricted to schools meeting the diversity requirement.

As part of EDUC 309, the practicum student will be expected to teach two lessons to a whole class. Each lesson can take half of a class period or cover the entire period. Prior to the lesson the practicum student/intern will either post the lesson plan in the LiveText Field Experience Module or e-mail it to the cooperating teacher/mentor and the college supervisor. The lesson evaluation rubrics and practicum evaluation are also located in the LiveText Field Experience Module; once completed by the cooperating teacher/mentor they may be viewed by the practicum student/intern and the college supervisor.

A time log may be found in the Field Experience Module of LiveText. The practicum student is required to enter the times/dates into the log, then the cooperating teacher verifies each entry either during or at the end of the practicum.

Classroom visitations by the college supervisor will occur with the approval of the cooperating teacher and the coordination of schedules.
The practicum student is expected to demonstrate professionalism, a positive personal disposition, and high academic and professional integrity. Timeliness, reliability, and appropriate professional dress and manner are obligatory.

**EDUC 312 K-12 Education Practicum**

**Description:**
This course is designed to provide students an opportunity to observe the teaching methods used by K-12 education classroom teachers, to relate those methods to the specific methods being studied in the teaching methods class, and to begin to practice applying those methods. This course is to be taken concurrently with either EDUC 310 Secondary School Teaching Methods or HPER 315 Secondary Physical Education Teaching Methods. Students must obtain experience at both the elementary and secondary levels, either through a single placement providing experience at both levels or through two separate placements providing 40 hours at each level. Placements for this practicum are restricted to schools meeting the diversity requirement.

**Objectives:**
The practicum student is expected to observe the process of lesson planning and organization within his/her area of study at both the elementary and secondary grade levels and to participate in teaching activities with individual students, small groups, and/or the whole class, delivering part of a unit under the supervision of the cooperating teacher. In so doing, the practicum student is to work at connecting the theories and methods presented in his/her respective teaching methods class to their application in the classroom. The keeping of a journal in which the practicum student reflects upon the practicum experience is intended to facilitate this connection of theory and practice as well as encourage self-assessment. In reflecting upon his/her own strengths and weaknesses in the classroom, the practicum student is expected to formulate ways to remediate potential problems in preparation for the student teaching experience.

The practicum student should observe the role of instructional and assistive technology in the classroom and incorporate these technologies into his/her own experiences. The practicum student should also pay attention to the role of diversity in the K-12 setting. In particular, the instructional implications of diversity within schools should be examined. With regard to special needs, methods of inclusion and accommodations should be observed.

**Requirements:**
The practicum student is to spend a minimum of **80 hours** in the K-12 school setting (or **40 hours** in an elementary setting and **40 hours** in a secondary setting). This practicum may be split between two different settings. Placements for this practicum are restricted to schools meeting the diversity requirement.

As part of EDUC 312, the practicum student will be expected to teach one lesson to the whole class during the K-6 part of the placement and another lesson at the 7-12 part. Prior to the lesson the practicum student/intern will either post the lesson plan in the LiveText Field Experience Module or e-mail it to the cooperating teacher/mentor and the college supervisor. The lesson evaluation rubrics and practicum evaluation are also located in the LiveText Field Experience Module; once completed by the cooperating teacher/mentor they may be viewed by the practicum student/intern and the college supervisor.

A time log may be found in the Field Experience Module of LiveText. The practicum student is required to enter the times/dates into the log, then the cooperating teacher verifies each entry either during or at the end of the practicum.
Classroom visitations by the college supervisor will occur with the approval of the cooperating teacher and the coordination of schedules.

The practicum student is expected to demonstrate professionalism, a positive personal disposition, and high academic and professional integrity. Timeliness, reliability, and appropriate professional dress and manner are required.

**SPED 307 Special Education Practicum**

**Description:**
The purpose of this course is to provide a classroom experience in a special education setting.

**Objectives:**
The practicum student will participate in hands-on activities with students, teachers, and other professionals in a special education setting. Practicum students will observe planning of activities for special education students, and participate in testing, parent conferences, or other professional meetings where appropriate. Opportunities for working with individual students and/or small groups will be provided. The practicum student will also experience, understand, and reflect upon the skills, methods, and attitudes possessed by professional special educators.

Another expectation is for the practicum student to observe the role of assistive and instructional technology in the classroom. Where appropriate, the practicum student will incorporate these technologies in lessons taught.

**Requirements:**
The practicum student is required to spend a minimum of 80 hours in an elementary, junior high/middle, or high-school special education classroom. **Students majoring in K-12 special education need to complete 40 hours in an elementary setting and the other 40 hours in a secondary setting.** Placements for this practicum are restricted to schools meeting the diversity requirement.

The student is required to keep a reflective journal. The practicum student will work extensively with individual students and small groups of students throughout the practicum experience. As part of the SPED 430 methods course, the practicum student will be expected to teach two lessons in two different subject areas (reading, language arts, study skills, mathematics, written expression, transition). K-12 special education majors need to teach one lesson at the elementary level and the other at the secondary level. Prior to the lesson the practicum student/intern will either post the lesson plan in the LiveText Field Experience Module or e-mail it to the cooperating teacher/mentor and the college supervisor. The lesson evaluation rubrics and practicum evaluation are also located in the LiveText Field Experience Module; once completed by the cooperating teacher/mentor they may be viewed by the practicum student/intern and the college supervisor.

A time log may be found in the Field Experience Module of LiveText. The practicum student is required to enter the times/dates into the log, then the cooperating teacher verifies each entry either during or at the end of the practicum.

Classroom visitations by the college supervisor will occur with the approval of the cooperating teacher and the coordination of schedules.
The practicum student is expected to demonstrate professionalism, a positive personal disposition, and high academic and professional integrity. Timeliness, reliability, and appropriate professional dress and manner are obligatory.

SPED 309 Early Childhood/Special Education Practicum

Description:
The purpose of this course is to provide a practical experience working with children with disabilities from birth through lower elementary (grade 3). It is part of the requirements for the Early Childhood Inclusive program.

Objectives:
The student will connect classroom observations and activities with the theories and methods presented in courses in the Early Childhood Inclusive program. The practicum experience should provide the student with an opportunity to: practice the methods and procedures that are being presented in SPED 405 Special Education/Early Childhood Characteristics & Methods; practice the process of lesson planning and delivery; create teaching materials and present those materials to student; and work with individual students, small groups of students, and the whole class.

Another expectation is for the practicum student to observe the role of assistive and instructional technology in the classroom. Where appropriate, the practicum student will incorporate these technologies in lessons taught.

Requirements:
The practicum student is required to spend a minimum of 40 hours in an educational setting involving young children with disabilities.

As part of SPED 309, the practicum student will be expected to teach at least one lesson at the practicum site. Prior to the lesson the practicum student/intern will either post the lesson plan in the LiveText Field Experience Module or e-mail it to the cooperating teacher/mentor and the college supervisor. The lesson evaluation rubric and practicum evaluation are also located in the LiveText Field Experience Module; once completed by the cooperating teacher/mentor they may be viewed by the practicum student/intern and the college supervisor.

A time log may be found in the Field Experience Module of LiveText. The practicum student is required to enter the times/dates into the log, then the cooperating teacher verifies each entry either during or at the end of the practicum.

The student is also required to keep a reflective journal. The practicum student will work extensively with individual students and small groups of students throughout the practicum experience. Classroom visitations by the college supervisor may occur with the approval of the cooperating teacher and the coordination of schedules.

The practicum student is expected to demonstrate professionalism, a positive personal disposition, and high academic and professional integrity. Timeliness, reliability, and appropriate professional dress and manner are obligatory.
SPED 407 Coordination of Special Education Programs Practicum

Description:
The purpose of this course is to provide an administrative experience in a special education setting.

Objectives:
The practicum student will participate in hands-on activities with students, teachers, and other professionals in a special education setting. Practicum students will observe planning of activities for special education students, and participate in testing, parent conferences, or other professional meetings where appropriate. Opportunities for working with individual students and/or small groups will be provided. The practicum student will also experience, understand, and reflect upon the skills, methods, and attitudes possessed by professional special educators.

Another expectation is for the practicum student to observe the role of assistive and instructional technology in the classroom. Where appropriate, the practicum student will incorporate these technologies in lessons taught.

Requirements:
The practicum student is required to spend a minimum of 40 hours in a special education setting.

The student is required to keep a reflective journal with emphasis on procedures, activities, strategies, connections to courses and previous experiences, and personal/professional relevancy. SPED 407 students will also develop a handbook covering procedures, scheduling, best practices, collaboration, and home-school partnerships.

A time log may be found in the Field Experience Module of LiveText. The practicum student is required to enter the times/dates into the log, then the cooperating teacher verifies each entry either during or at the end of the practicum. The practicum evaluation is also located in the LiveText Field Experience Module; once completed by the cooperating teacher/mentor it may be viewed by the practicum student/intern and the college supervisor.

Classroom visitations by the college supervisor will occur with the approval of the cooperating teacher and the coordination of schedules.

The practicum student is expected to demonstrate professionalism, a positive personal disposition, and high academic and professional integrity. Timeliness, reliability, and appropriate professional dress and manner are obligatory.
Journaling

A reflective journal of each practicum experience is required. The journal should include a brief description of the activities and events. Graphics, photographs, handouts or materials used in lessons, or other written documentation may be included but are not required. The major portion of the reflective journal encompasses the analysis of the teaching and finding personal/professional relevancy in the events.

The following list of questions may be used to guide reflection; focus on a limited number of questions each week. These questions can also guide discussion with the college supervisor. Keep professional ethics, confidentiality, and good judgment in mind, i.e. when discussing methods, materials, students, and effectiveness.

- What were the major objectives of the lessons? Were they reached?
- What are the students’ learning styles?
- What guidance was given during guided/independent practice sessions?
- How was student learning assessed?
- What kind of feedback was given?
- Did the students apply what they read? How did they apply the lesson?
- How was diversity of culture and abilities addressed? How was differentiated instruction used with high-ability learners and students with disabilities?
- What are the reasons for the choice of teaching methods/strategies? Was this the best way to do it?
- Why were those particular assignments/experiences chosen?
- How did the teaching activities and events relate to my college courses, research, and best practice?
- Did the teaching style match the learning style(s)?
- What makes the teaching effective?
- Did the students learn? How do I know they learned? How did the teaching positively impact P-12 student learning?
- What specific concepts, if any, gave the students difficulty? What needed to be clarified?
- Why did some students “get it” and others did not?
- What classroom management interventions were used? Were they effective? Why or why not?
- What would I say/do differently? Why?
- What did I learn as a practicum student?
- How will I use that I saw and did in my future teaching?
- What specifically would I do to improve my teaching?
- If I overheard the students talking about my class, what would I want them to be saying? What would they actually be saying?
- Am I reaching all of my students or just the ones who learn the way I do?
- What are the implications for professional development?
- Is there a need for additional study on my part?

Reflective journals may be submitted electronically by e-mail. Practicum students will receive a reflection template from the college supervisor. Journals will be submitted to the college supervisor rather than to the School of Education.
# Key Outcomes of the Conceptual Framework

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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<tbody>
<tr>
<td>PERU-U.1</td>
<td>Foundational Knowledge -- Teacher candidates have a broad background of knowledge and skills in three domains identified as general and liberal studies, content area studies and pedagogical studies. These studies serve to enrich, enlighten, and expand the candidates' knowledge and skills. As they reflect upon their experiences, teacher candidates can make informed decisions.</td>
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<tr>
<td>PERU-U.1.1</td>
<td>Foundational Knowledge -- General and Liberal Studies: Teacher education candidates develop knowledge across disciplines and connect and interrelate that knowledge to positively impact instruction and student learning.</td>
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<tr>
<td>PERU-U.1.1.1</td>
<td>Foundational Knowledge -- General and Liberal Studies: Teacher education candidates demonstrate strong communication, computation, research, and technology skills.</td>
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<tr>
<td>PERU-U.1.1.2</td>
<td>Foundational Knowledge -- Content Area Studies: Teacher education candidates interrelate all content areas, use tools of inquiry, and emphasize the significance of literacy and diversity across the curriculum.</td>
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<tr>
<td>PERU-U.1.2.1</td>
<td>Foundational Knowledge -- Content Area Studies: Teacher education candidates identify, select and evaluate appropriate resources to support a coherent lesson sequence in their content areas which creates meaningful student learning experiences.</td>
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<tr>
<td>PERU-U.1.2.2</td>
<td>Foundational Knowledge -- Pedagogical Studies: Teacher education candidates plan and implement appropriate instruction and assessment based on their knowledge of human development and socio-cultural, philosophical, and historical foundations of education processes in a democratic society.</td>
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<tr>
<td>PERU-U.1.2.3</td>
<td>Foundational Knowledge -- Pedagogical Studies: Teacher education candidates effectively use technology to plan and implement instruction and enhance student learning.</td>
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<tr>
<td>PERU-U.1.3.1</td>
<td>Foundational Knowledge -- Pedagogical Studies: Teacher education candidates develop, plan, and implement standards-based curriculum that reflects current research.</td>
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<tr>
<td>PERU-U.1.3.2</td>
<td>Foundational Knowledge -- Pedagogical Studies: Teacher education candidates design and teach lessons that differentiate instruction for each learner and positively impact student achievement.</td>
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<tr>
<td>PERU-U.1.3.3</td>
<td>Foundational Knowledge -- Pedagogical Studies: Teacher education candidates design and implement a variety of quality formative and summative standards-based assessments to measure individual student progress and inform ongoing planning and instruction.</td>
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<tr>
<td>PERU-U.1.3.4</td>
<td>Foundational Knowledge -- Pedagogical Studies: Teacher education candidates create a positive, well organized, safe, and respectful learning community with clearly defined classroom goals dedicated to purposeful and engaging learning activities.</td>
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<tr>
<td>PERU-U.1.3.5</td>
<td>Foundational Knowledge -- Pedagogical Studies: Teacher education candidates promote the development of problem solving, critical thinking, collaboration, and goal setting skills for all students and help students assume responsibility for their own learning.</td>
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<tr>
<td>PERU-U.1.3.6</td>
<td>Professional Dispositions &amp; Integrity -- Teacher candidates develop professional dispositions, character, skills and traits appropriate for the teaching profession. The candidates demonstrate professionalism, dependability, social maturity, a cooperative attitude, enthusiasm, initiative, and confidentiality, especially as it relates to student information.</td>
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<tr>
<td>PERU-U.2.1.1</td>
<td>Professional Dispositions and Integrity -- Teacher education candidates refine, model and reflect upon the characteristics, skills, and traits appropriate for the teaching profession and encourage the potential of the students they teach.</td>
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<tr>
<td>PERU-U.2.1.2</td>
<td>Professional Dispositions and Integrity -- Teacher education candidates model moral, ethical and legal behaviors as well as sensitivity to the culture and norms within a school community.</td>
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<tr>
<td>Standard</td>
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<tr>
<td>PERU-U.3</td>
<td>Professional Development -- Teacher education candidates recognize what is involved in being a lifelong educator, establish their own professional identities, and effectively collaborate within the learning environment.</td>
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<tr>
<td>PERU-U.3.1.1</td>
<td>Professional Development -- Teacher education candidates analyze and reflect upon constructive feedback to initiate change and refine practices that address the needs of all students.</td>
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<tr>
<td>PERU-U.3.1.2</td>
<td>Professional Development -- Teacher education candidates participate in opportunities for collaboration and on-going professional development activities to maintain currency in education-related issues.</td>
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<tr>
<td>PERU-U.3.1.3</td>
<td>Professional Development -- Teacher candidates analyze current educational research and information about what is considered best practices as well as resources available for lifelong professional growth and development.</td>
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**Evaluation**

The practicum is evaluated collaboratively with the Peru State College (PSC) faculty (a.k.a. college supervisors) and cooperating teacher(s). Practicum grades are Credit/No Credit. Receiving credit for a practicum depends upon the student doing the following:

a) Completing the required hours for participation and observation for the practicum.
b) Keeping a time log which is verified by the cooperating teacher.
c) Maintaining a reflective journal during the practicum. This journal is shared with the college supervisor.
d) Making sure the cooperating teacher submits the evaluation form and time log electronically in LiveText. This is submitted at the conclusion of each practicum.
e) Completing the process that verifies successful planning, teaching, and assessing of the lesson(s) required for that practicum.
f) Completing other requirements assigned by the college supervisor.

The college supervisor may contact practicum teachers/mentors through letters, visits, and telephone conversations during the practicum period. In addition the Director of Field Experiences will contact the practicum teachers about LiveText and practicum procedures.

**Field-Placement Termination Policy**

The following procedures will be used when a Peru State College teacher candidate is removed from a clinical field experience. At the request of a Peru State College Supervisor, the cooperating teacher, the principal, or the Director of Field Experiences, a request for removal from a clinical experience may be initiated. A request for removal may be initiated in the event a teacher candidate fails to exhibit the dispositions and behaviors appropriate to the profession.

When one or more of the above mentioned individuals have made a determination that a major concern exists, a conference or telephone consultation by the Director of Field Experiences is held with the teacher candidate and other involved parties. During this conference, the differing views of the situation will be discussed and a determination will be made whether or not the teacher candidate will be removed from the field placement. The Director of Field Experiences is ultimately responsible for the final decision regarding continuation in a field placement setting.
If the decision is to leave the teacher candidate in the classroom, a written list of recommendations and/or requirements for improvement and a timeline for implementing these recommendations and/or requirements will be provided to the teacher candidate. If these improvements are made during the timeline that is established, the clinical field experience may be considered a success.

If the decision is made to remove the teacher candidate at that time, the steps to be followed are listed below in the “Removal from Field Placement” section. The practicum candidate or student teacher will be provided with the reasons for the removal in writing.

If the cooperating teacher and college supervisor feel that additional time is needed to verify the teacher candidate has met the requirements, the practicum or student teaching experience may be extended for an appropriate period of time. If it is judged by the cooperating teacher and the college supervisor that improvement is not being made, the decision will be made to remove the teacher candidate from the assignment. The teacher candidate will be provided with the reasons for the removal in writing.

**Removal from Field Placement**

If a teacher candidate is removed from his/her field placement, the Teacher Education Admission and Retention Committee will formally meet to evaluate the candidate’s ability to continue in teacher education.

The Director of Field Experiences and/or school personnel will provide the committee with written documentation of the concern(s) that has/have resulted in removal from the clinical field experience. The Director will also make a recommendation to the committee about the teacher candidate’s status in teacher education and the candidate’s eligibility for a second placement.

A letter from the chairperson of the Teacher Education Admission and Retention Committee shall inform the teacher candidate when and where the meeting will be held. The teacher candidate may choose to attend the meeting and provide information he or she feels supports his/her case.

During the meeting, the committee will consider the evidence submitted on behalf of the candidate and discuss the evidence with the candidate if he/she chooses to attend the meeting. The committee will then meet in closed session to develop a recommendation that will be forwarded to the Dean of Education for consideration. The Chair of the Admission and Retention Committee will notify the Dean in writing of the committee’s recommendation.

If a teacher candidate is removed from an assignment, the following options are available for consideration and recommendation by the Teacher Education Admission and Retention Committee

1. **Official Withdrawal** - the teacher candidate can officially withdraw from the practicum or student teaching and a "W" (Withdrawn) will be entered on the transcript.
2. **Removal from the Clinical Field Experience** – the teacher candidate will be removed from the clinical field experience with the final grade as “NC” (No Credit).
3. **Removal from Teacher Education Program** – the teacher candidate will be removed from the Peru State College Teacher Education program with the reported final grade for the clinical field experience being “NC” (No Credit).

Options One and Two can be recommended for a teacher candidate who has been removed from his/her initial field placement. Option Three is generally reserved for a candidate who has been removed from his/her second field placement, although this option can be recommended for a candidate who has been removed from his/her initial placement if the seriousness of the situation warrants.
All recommendations of the Teacher Education Admission and Retention Committee are submitted to the Dean of the School of Education, who shall make the final decision regarding the teacher candidate’s status. A written statement of the Dean’s decision will be communicated to the teacher candidate. Proof of receipt of the written decision will be made with the return of a U.S. Post Office receipt for a registered letter.

Candidates who disagree with a decision related to a removal from a field experience may file an appeal under these procedures:

**Program Decision Review**: This process is available only to review allegedly unfair decisions, not mere difference of opinion regarding the professional judgment of individuals who made the decision. A decision related to a removal from a field experience may be considered unfair if the decision:

1. Was based on factors other than performance in program courses, experiences, or other activities and/or compliance with teacher education program requirements;
2. Involved more exacting or demanding standards than were applied to other students in teacher education; or

Should the candidate wish to appeal the Dean’s decision, he/she may follow Step 3 of the Student Grade Appeals Procedure in the PSC Student Handbook, which states:

**Step 3. Faculty Senate Review**: The student or the instructor may appeal the Dean’s decision. Such appeal must be filed in writing and submitted to the Vice President for Academic Affairs within five (5) working days of receipt of the Dean’s decision, with copies to the instructor, the student, and the Dean. The written appeal shall deal only with the part or parts of the Dean’s decision that the appellant disputes. New evidence, information, or supporting documents cannot be included as part of the appeal except when it is established that such information was not available at the time of the original appeal. The Vice President for Academic Affairs will submit the appeal to the Faculty Senate for review. The Faculty Senate may interview the student, the instructor, the Dean and other appropriate persons, but only to discuss the issues in dispute in the appeal. The Faculty Senate will submit a written decision to the student, the instructor, and the Dean within ten (10) working days of receipt of the appeal. The decision of the Faculty Senate is the final decision of the College. (p. 13)

If either option One or Two is recommended, the teacher candidate will be responsible for payment of credit hours associated with the clinical field experience for that term. The candidate will be given a second opportunity to apply for and enroll in the clinical field experience once a remediation plan is successfully completed. The Director of Field Experiences will develop the remediation plan, based upon the specific factors that led to the teacher candidate’s removal from the clinical field placement. The remediation plan will provide opportunities for the teacher candidate to develop effective strategies for success.

Once the remediation plan is successfully completed, as determined by the Director of Field Experiences, the teacher candidate may reapply for and reenroll in the clinical field experience. In these situations, the teacher candidate will be placed in a different school/district. If the actions and/or dispositions of the teacher candidate lead to the non-voluntary removal from the second clinical field placement, the teacher candidate will be automatically removed from the program as listed in Option Three.
Teacher Education Retention Policy

If a candidate who has been admitted to Teacher Education is suspended from the college, the candidate is automatically removed from the Teacher Education program. If the candidate should later be accepted for re-admission to the college, it will be necessary for him/her to re-apply for admission to Teacher Education should the candidate desire to re-enter the program. The candidate will need to be able to successfully meet all current criteria for admission to teacher education in order to be admitted.

Candidate progress will be reviewed each semester to guarantee that all candidates who have been admitted to the teacher program continue to maintain the standards set at entry. If a candidate is unable to continue to meet these standards, the candidate will be informed by the Dean that he/she is being withdrawn from teacher education and will not be eligible for restricted teacher education coursework, including student teaching. The candidate will need to address these deficiencies in order to be re-admitted to teacher education.


Due Process for Academic Appeal – See the current Peru State College Student Handbook.